



Marion Two School District

P.O. Box 689

Mullins, South Carolina

Grades PK-12 District

Enrollment 1,867 Students

Superintendent To Be Determined 843-464-3700

Board Chair To Be Determined 843-464-3700

THE STATE OF SOUTH CAROLINA 2010 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	Below Average*
2009	At-Risk	At-Risk
2008	Below Average	Excellent
2007	At-Risk	Below Average
2006	At-Risk	At-Risk

* The District's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

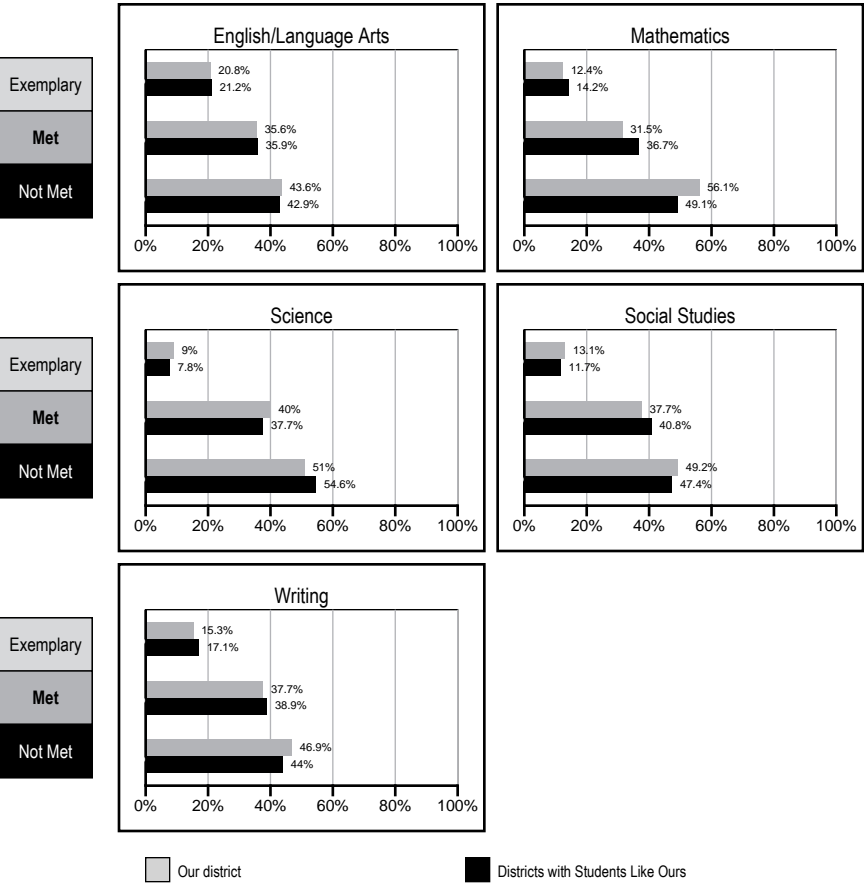
97.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	8	6

* Ratings are calculated with data available by 03/24/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed both subtests	74.7%	64.3%	52.2%	70.3%	62.3%	63.5%
Passed one subtest	15.1%	12.7%	17.2%	15.5%	19.5%	17.4%
Passed no subtests	10.3%	23.0%	30.6%	14.3%	18.3%	19.1%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	53.1%	63.1%
English 1	48.7%	54.9%
Physical Science	19.7%	36.9%
US History and the Constitution	23.3%	22.0%
All Subjects	39.2%	44.6%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,867)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.5%
Retention rate	4.9%	Up from 4.0%	3.2%	2.3%
Attendance rate	94.7%	Up from 93.5%	95.5%	95.8%
Eligible for gifted and talented	17.1%	Up from 9.7%	5.6%	14.3%
With disabilities other than speech	14.2%	Up from 13.4%	10.6%	10.5%
Older than usual for grade	6.7%	Up from 5.4%	6.2%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	11.5%	Up from 0.3%	0.9%	0.7%
Enrolled in AP/IB programs	7.8%	Up from 5.7%	7.5%	12.1%
Successful on AP/IB exams	40.0%	Down from 48.0%	36.1%	50.0%
Eligible for LIFE Scholarship	30.2%	No Change	28.4%	31.4%
Enrolled in adult education GED or diploma programs	27	Up from 16	40	47
Completions in adult education GED or diploma programs	9	Down from 11	11	29
Annual dropout rate	6.1%	Down from 6.4%	2.4%	3.1%
Teachers (n=113)				
Teachers with advanced degrees	58.4%	Up from 51.5%	56.3%	58.8%
Continuing contract teachers	80.5%	Up from 66.4%	69.6%	81.5%
Teachers with emergency or provisional certificates	16.3%	Up from 11.9%	12.2%	4.0%
Teachers returning from previous year	88.2%	Up from 86.3%	82.7%	89.3%
Teacher attendance rate	94.0%	Up from 93.9%	95.0%	95.3%
Average teacher salary*	\$44,333	Up 0.1%	\$43,952	\$46,618
Vacancies for more than nine weeks	0.0%	Down from 1.5%	1.5%	0.2%
Professional development days/teacher	13.6 days	Up from 11.0 days	12.4 days	12.6 days
District				
Superintendent's years at district	1.0	Down from 3.5	2.0	3.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 21.9 to 1	19.5 to 1	20.9 to 1
Prime instructional time	87.4%	Up from 86.3%	89.2%	89.9%
Dollars spent per pupil**	\$10,545	Up 2.5%	\$11,435	\$9,364
Percent of expenditures for teacher salaries**	45.8%	Down from 46.3%	47.9%	53.3%
Percent of expenditures for instruction**	49.9%	Down from 51.0%	51.7%	56.3%
Opportunities in the arts	Good	No Change	Good	Excellent
Number of schools	4	No Change	4	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	9.2%	Down from 9.7%	2.9%	2.4%
Average age in years of school facilities	37 Years	Up from 36 Years	33 Years	27 Years
Number of schools with SACS accreditation	4.0	No Change	4.0	8.0
Parents attending conferences	90.1%	Down from 98.7%	96.5%	97.1%
Average administrator salary	\$74,796	No Change	\$74,681	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	134	87.3%	850	39.2%	161	66.5%	N/A
Gender							
Male	75	85.3%	449	37.0%	90	62.2%	N/A
Female	59	89.8%	401	41.6%	71	71.8%	N/A
Racial/Ethnic Group							
White	27	88.9%	183	51.4%	32	65.6%	N/A
African American	107	86.9%	648	35.3%	129	66.7%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	13	53.8%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	22	77.3%	124	24.2%	28	42.9%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	107	86.9%	715	38.0%	123	65.9%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2010

	Our District	Districts with Students Like Ours
Percent	87.3%	85.2%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	148	161	202	196
Number of Graduates in Cohort	122	107	140	136
Rate	82.4%	66.5%	70.4%	71.4%

*Used to calculate current AYP.

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2009	2010	2009	2010	2009	2010	2009	2010		
District	451	408	476	450	437	399	1364	1257		
State	482	482	496	496	467	465	1445	1443		
Nation	496	498	510	511	487	488	1493	1497		
ACT	English		Math		Reading		Science		Total	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
District	15.7	15.1	17.5	17.5	16.5	16.1	17.6	17.8	17.0	16.7
State	18.9	18.8	19.9	20.0	19.7	19.7	19.7	19.9	19.7	19.7
Nation	20.6	20.5	21.0	21.0	21.4	21.3	20.9	20.9	21.1	21.0

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School District Governance

Board Membership	7 trustees appointed
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	36.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

The 2009-2010 school year was marked by achievements and milestones for our district, as reflected in exceeding national growth averages on our formative assessments and the extensive self-studies and long-range planning that resulted in continuing SACS accreditation and the development of district and school strategic plans. We also demonstrated excellence in regional and lower state championship sports and introduced and expanded innovative uses of technology.

Marion School District Two is determined to renew a spirit of community pride and involvement and to become one of the nation's most desirable school communities. In these challenging economic times, we and other school districts have been forced to develop and enforce cost-saving measures. Despite the financial obstacles, every effort will be made to ensure that proper attention is given to maintain our buildings, grounds, equipment, and other school assets.

Our number one priority has not changed and will be protected: the improvement of the quality of the educational environment in each class and for each student and to provide the resources to support programs to the best of our ability. Thanks to a variety of factors, including employee dedication to the profession and to the children as well as the personal sacrifices of parents, community, and board members, we already possess the priceless foundation that is needed to realize our vision.

We encourage you to visit our schools and experience first-hand our continued commitment to public education. From new curricular offerings to student safety innovations with the SWIPE system to District accomplishments like our recent Gold Award status for dropout reduction, this district—your district—is making a difference.

Thank you for your support of our schools and for your continued investment in our most important community resource—the children of Marion School District Two.

Mrs. Nancy Grice, Acting Superintendent
Mrs. Elizabeth Hammond, Chairman, Board of Trustees

No Child Left Behind

District Adequate Yearly Progress

No

This district met 12 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Continuing District Improvement

The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status	School	Status
Mccormick Elementary	CSI	N Mullins Primary	NI-DELAY

The Marion Two School District consists of 4 public schools with 2 of these schools, or 50%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	782	100	43.6	35.7	20.7	70.9	83.5	Yes	Yes
Gender									
Male	404	100	48.7	29.9	21.4	64.9	80.1	N/A	N/A
Female	377	100	38.1	42	19.9	77.3	87	N/A	N/A
Racial/Ethnic Group									
White	196	100	28.6	36.3	35.2	81.3	89.6	Yes	Yes
African American	559	100	49.5	35.3	15.2	66.7	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	15	100	20	46.7	33.3	80	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status									
Disabled	136	100	66.4	24.6	9	50.7	51.7	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
Limited English Proficient									
Limited English	3	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status									
Subsidized meals	659	100	46.7	36.2	17.1	69.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	782	100	56.3	31.3	12.4	59.2	80.4	Yes	Yes
Gender									
Male	404	100	59.3	26.8	13.9	56.2	78.4	N/A	N/A
Female	377	100	53	36.2	10.8	62.4	82.5	N/A	N/A
Racial/Ethnic Group									
White	196	100	47.8	34.1	18.1	69.2	87.8	Yes	Yes
African American	559	100	59.9	30.5	9.6	55.8	69.3	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	15	100	40	33.3	26.7	60	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status									
Disabled	136	100	82.8	11.2	6	32.8	46.1	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
Limited English Proficient									
Limited English	3	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status									
Subsidized meals	659	100	59.7	30.3	10	56.3	72.8	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	517	99.2	50.8	40.3	8.9	49.2	67.3
Gender							
Male	269	98.9	50.6	36.6	12.8	49.4	66.9
Female	247	99.6	51	44.4	4.6	49	67.7
Racial/Ethnic Group							
White	136	98.5	31	52.4	16.7	69	79.6
African American	363	99.5	59.9	34.7	5.4	40.1	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status							
Disabled	86	96.5	71.1	22.9	6	28.9	33.8
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	36.5
Limited English Proficient							
Limited English	3	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status							
Subsidized meals	426	99.1	55.3	38.2	6.5	44.7	55.4

Social Studies

All Students	512	99	49.1	37.9	13	50.9	70.9
Gender							
Male	259	99.2	50.6	33.9	15.5	49.4	70.1
Female	253	98.8	47.5	42.1	10.3	52.5	71.7
Racial/Ethnic Group							
White	124	98.4	35.7	45.2	19.1	64.3	79.2
African American	372	99.2	54.1	35.1	10.8	45.9	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	98	99	69.8	22.9	7.3	30.2	39.3
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	55
Limited English Proficient							
Limited English	1	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status							
Subsidized meals	438	99.5	51.5	38	10.5	48.5	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	783	98.7	46.7	37.9	15.4	53.3	72.1	96.1	96.3
Gender									
Male	408	97.8	53.9	35.5	10.6	46.1	65.2	95.6	96.2
Female	375	99.7	39.1	40.4	20.5	60.9	79.2	96.6	96.4
Racial/Ethnic Group									
White	193	97.4	38	40.8	21.2	62	80.8	95.6	96.1
African American	563	99.1	50.8	36.4	12.8	49.2	59.7	96.2	96.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87	97.7	97.5
Hispanic	15	100	20	46.7	33.3	80	64.6	96.7	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	73.4	98.5	95
Disability Status									
Disabled	143	95.1	83.6	14.9	1.5	16.4	27.7	95.2	95.4
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	N/A	96
Limited English Proficient									
Limited English	3	I/S	I/S	I/S	I/S	I/S	63.7	96.6	97
Socio-Economic Status									
Subsidized meals	667	98.8	49.3	37.6	13.1	50.7	61.9	96	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	138	100	52.2	30.6	17.2	47.8
	4	130	99.2	43.9	43.1	13	56.1
	5	148	98.7	29.4	43.4	27.3	70.6
	6	120	98.3	33.9	47.5	18.6	66.1
	7	141	100	52.3	34.6	13.1	47.7
	8	131	99.2	47.2	40.7	12.2	52.8
2010	3	132	100	32	34.4	33.6	68
	4	135	100	36.2	44.6	19.2	63.8
	5	124	100	36.2	45.7	18.1	63.8
	6	147	100	45.7	38.6	15.7	54.3
	7	111	100	48.6	28.8	22.5	51.4
	8	133	100	62.5	21.9	15.6	37.5
Mathematics							
2009	3	138	100	66.4	24.6	9	33.6
	4	130	98.5	45.9	39.3	14.8	54.1
	5	148	98	36.6	43	20.4	63.4
	6	120	100	45.4	49.6	5	54.6
	7	141	100	50.8	40.8	8.5	49.2
	8	131	99.2	56.1	32.5	11.4	43.9
2010	3	132	100	59.2	20.8	20	40.8
	4	135	100	39.2	47.7	13.1	60.8
	5	124	100	55.2	28.4	16.4	44.8
	6	147	100	57.1	31.4	11.4	42.9
	7	111	100	64	29.7	6.3	36
	8	133	100	64.1	28.9	7	35.9
Science							
2009	3	67	98.5	66.2	29.2	4.6	33.8
	4	128	99.2	51.2	45.5	3.3	48.8
	5	76	97.4	43.8	42.5	13.7	56.2
	6	61	95.1	46.6	51.7	1.7	53.4
	7	141	100	50	43.1	6.9	50
	8	65	98.5	59	37.7	3.3	41
2010	3	67	97	69.8	17.5	12.7	30.2
	4	135	100	45.4	48.5	6.2	54.6
	5	62	96.8	50	44.6	5.4	50
	6	75	100	54.2	40.3	5.6	45.8
	7	111	100	45	49.5	5.4	55
	8	67	100	50	26.6	23.4	50

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	71	95.8	63.1	27.7	9.2	36.9
	4	129	99.2	27.9	63.9	8.2	72.1
	5	72	98.6	43.5	39.1	17.4	56.5
	6	59	93.2	27.3	58.2	14.5	72.7
	7	140	100	67.4	25.6	7	32.6
	8	65	100	41.9	38.7	19.4	58.1
2010	3	65	98.5	54.8	30.6	14.5	45.2
	4	135	100	39.2	50.8	10	60.8
	5	62	95.2	54.4	31.6	14	45.6
	6	73	100	33.3	59.4	7.2	66.7
	7	111	100	64	23.4	12.6	36
	8	66	98.5	50	26.6	23.4	50
Writing							
2009	3	138	97.8	65.2	26.5	8.3	34.8
	4	131	97.7	43.4	44.3	12.3	56.6
	5	149	96.6	38.1	44.6	17.3	61.9
	6	122	98.4	40.8	40	19.2	59.2
	7	140	99.3	46.5	36.4	17.1	53.5
	8	131	98.5	45.2	36.3	18.5	54.8
2010	3	133	97.7	44.7	38.2	17.1	55.3
	4	136	99.3	55.7	34.4	9.9	44.3
	5	123	97.6	40.9	37.4	21.7	59.1
	6	147	98.6	48.9	38.8	12.2	51.1
	7	113	99.1	43.2	37.8	18.9	56.8
	8	131	100	45.3	40.6	14.1	54.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	185	96.8	37.4	32.2	21.1	9.4	39.8	65.9	Yes	Yes
Male	96	95.8	47.1	28.7	17.2	6.9	32.2	60.8	N/A	N/A
Female	89	97.8	27.4	35.7	25	11.9	47.6	71	N/A	N/A
White	52	96.2	17	31.9	36.2	14.9	59.6	77.5	Yes	Yes
African American	129	96.9	46.7	30.8	15	7.5	31.7	49.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	80.2	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65.9	I/S	I/S
Disabled	43	93	60.5	28.9	10.5	0	13.2	21.3	I/S	No
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47.3	I/S	I/S
Subsidized meals	144	97.9	41.5	33.3	20	5.2	36.3	51.5	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	185	96.8	39.8	35.1	13.5	11.7	33.3	62.3	No	Yes
Male	96	95.8	44.8	31	9.2	14.9	33.3	61.7	N/A	N/A
Female	89	97.8	34.5	39.3	17.9	8.3	33.3	63	N/A	N/A
White	52	96.2	21.3	42.6	6.4	29.8	48.9	75	No	Yes
African American	129	96.9	47.5	31.7	15.8	5	25.8	44	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	85.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	62.5	I/S	I/S
Disabled	43	93	65.8	23.7	7.9	2.6	21.1	22.1	I/S	No
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.6	I/S	I/S
Subsidized meals	144	97.9	41.5	40	12.6	5.9	27.4	48.1	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	184	94.0	91.9	5.8	0.6	1.7	N/A	N/A	N/A	N/A
Male	96	92.7	92.1	3.4	1.1	3.4	N/A	N/A	N/A	N/A
Female	88	95.5	91.7	8.3	N/A	N/A	N/A	N/A	N/A	N/A
White	50	94.0	78.7	14.9	2.1	4.3	N/A	N/A	N/A	N/A
African American	130	93.8	96.7	2.5	N/A	0.8	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	40	82.5	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	143	94.4	96.3	3.0	N/A	0.7	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2009	131	96.2	29.4	47.6	17.5	5.6	32.5	61.8
	2010	185	96.8	37.4	32.2	21.1	9.4	39.8	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2009	131	96.2	29.4	38.9	25.4	6.3	50	62.7
	2010	185	96.8	39.8	35.1	13.5	11.7	33.3	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.6%	5.6%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.6%	0.0%	No
Student attendance rate, grades K-8	94.7%	94.0%*	Yes

* Or greater than last year
** Adjusted to account for natural variation in performance.